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ABSTRACT

This document discusses policy as well as major goals and objectives for the District of Columbia Public Schools for 1980-82. This multiyear planning process focuses at the local school level where the local school and its community constituents have set forth their plans for accomplishing goals, specifically defining those goals based on individual, group, and community-linked needs. The regional plans take into account the need to render administrative support to local efforts within the framework of regional goals and objectives. Central and support offices and divisions have planned those processes and activities necessary to support local school and regional service delivery systems. Several tables with statistical data are included to support the discussion of the planning process. (Author)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS
COMPREHENSIVE EDUCATION PLAN
1980-82

EA 012 149

SEPTEMBER, 1979

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MISSION

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

TABLE OF CONTENTS

	Page
BOARD OF EDUCATION, DISTRICT OF COLUMBIA PUBLIC SCHOOLS	ii
MISSION	iii
LIST OF TABLES	v
SECTION I: INPUTS	
Philosophy	I-1
Goals of the Board of Education	I-2
Priority Objectives	I-3
Priority Objective 1 CBC Implementation	I-4
Priority Objective 2 Monitoring Local School Operations	I-6
System-Wide Targets for Student Achievement	I-7
Rationale	I-10
Assumptions	I-13
Resources	I-18
Constraints	I-20
Demographic Data	I-21
SECTION II: PLANNING PROCESS	
Description of the Process	II-2
Flow Chart	II-4
District of Columbia Public Schools Organization	II-5
SECTION III: A. PROGRAM DESCRIPTIONS OF MAJOR OFFICES, SY 80-82	
Office of Instructional Program Development and Services	IIIA-2
Office for School Operations	IIIA-5
Office of Management Services	IIIA-6
Office for Educational Accountability	IIIA-9
B. COMPREHENSIVE EDUCATION ACTION PLAN, SY 80-82	IIIB-1
SECTION IV: SYSTEM-WIDE MONITORING AND EVALUATION	
Monitoring	IV-2
Evaluation	IV-4
APPENDICES	
B. D.C. Public Schools Calendar for 1979-80	A-2
C. Glossary	A-4
D. Bibliography	A-7

LIST OF TABLES

ABOUT THE CITY

Page

I. District of Columbia and Metropolitan Area Population 1970, 1979 .....I-21

II. District of Columbia and Metropolitan Population, Projected for 1980, 1985 .....I-21

III. District of Columbia Population Percentage Racial Composition, 1970, 1979 .....I-22

IV. Projection of Median Age by Race and Sex District of Columbia, 1979 .....I-22

V. Labor Force, Employment and Unemployment Rate, District of Columbia and Metropolitan Area 1970, 1977 and 1979 .....I-23

VI. Comparison of Employment by Industry, Washington, D.C. Metropolitan Area, 1974, 1985 .....I-23

VII. Unemployment of District of Columbia Residents by Color - 1970, 1974, 1979 Annual Average I-24

VIII. Median Income of Families by Race and Educational Attainment, District of Columbia, 1975 .....I-25

IX. Median Income of Persons 14 years and over by Race, Sex and Educational Attainment District of Columbia, 1975 .....I-26

X. Estimated Housing Units and Average Household Size, District of Columbia Selected Years, 1970, 1985 .....I-26

ABOUT THE STUDENTS

XI. Percentage of Attendance by Levels for the Period October through December, 1978 .....I-27

XII. Average Daily Membership and Average Daily Attendance for 1977-1978 .....I-28

XIII. Comparison of Student Membership, SY-78, SY-79 ...I-29

XIV. Student Membership by Race I-30

LIST OF TABLES

Page

XV. Number of Graduates in the Senior High Schools STAY School, Street Academies, Ellington School of the Arts and the Career Development Centers for the School Years 1973-1974 through 1978-1979 ..... I-31

XVI. Non-Public and Public School Enrollment, 1978-79 ..... I-32

XVII. Staffing: A Position Distribution Summary, District of Columbia Public Schools FY 1978, FY 1979 ..... I-33

XVIII. Breakdown by Region and Grade of Students Speaking Languages other than English, SY 1977-78 ..... I-34

XIX. FY '79 City-Wide Testing Programs I-36

SECTION I: INPUTS

PHILOSOPHY

We believe that every individual has an inherent right to an education which will enhance the development of maximum capability, regardless of sex, and ethnic, economic, social or religious background. We believe that every individual has the ability to learn, and that we must build on this positive assumption. We believe that every individual has an inalienable right to the tools which facilitate the achievement of personal goals and the fulfillment of obligations to society. Therefore, the District of Columbia Public School System pledges itself to an atmosphere that is open, concerned, and responsive to the needs of students and the community.

We believe that every individual has certain basic human needs, beyond educational needs, which must be addressed by the schools. We believe that the educational process must provide an environment in which all students are afforded the opportunity to obtain competencies which will help them survive as individuals and as members of society. We believe that the District of Columbia Public Schools must serve as a model for public institutions by providing the best possible educational programs, management system, personnel and leadership in attempting to reach its goals. To that end we are committed to the establishment of practices and programs which will insure the intellectual, physical, emotional, and esthetic well-being of all students.

GOALS OF THE BOARD OF EDUCATION[1]

- The promotion of a standard of excellence in achievement and endeavor through the establishment of an educational program designed to promote the attainment of knowledge, competencies, and skills;
- The promotion of a standard of excellence in achievement and endeavor through an instructional staff which meets high standards of preparation and performance;
- The establishment and implementation of a system for the continuous assessment and evaluation of the needs and achievements of students, teachers, administrators, individual schools and programs, and the educational support and management systems and personnel of the Public Schools;
- The equitable distribution of available resources and services to all students;
- The attainment of full public support for the school system and its educational programs, including the provision of sufficient resources for the attainment of program goals and objectives;
- The promotion of greater public awareness of the goals, objectives, programs, services, policies, and operation of the Public Schools, including awareness of the results of continuous assessment and evaluation of the school system;
- The promotion of greater public involvement in the attainment of the goals and objectives of the Public Schools.

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[1] Rules of the Board of Education General Education Policy, Section 700.3.

PRIORITY OBJECTIVES, SY 80-82

In a Board of Education-Superintendent of Schools Conference on November 20, 1978, a Letter Understanding was developed which reads in part:

> "As in the past, the Board of Education has discussed, and will continue to discuss, particular matters of educational administration and leadership which the Board feels are matters which need to receive priority attention by the Board's chief administrative officer. At this time, the Board, having discussed these matters with the Superintendent, understands that special attention will be given to the following matters:
>
> Competency Based Curriculum Implementation . . . . . .
> Monitoring Local School Operations . . . . . .
> Development and Implementation of a Revised Personnel System . . . . . .
> Improvements in Procurement and Contracting System . . . . . .
> Development of an Automated Textbook Inventory System . . . . . .
> Development and Implementation of an Automated Federal Grants Control System . . . .
> Reorganization of the Office of Communications and Public Relations . . . . . .
> Student Health Services . . . . . .
> Internal Board - Superintendent Relations . . . . . .
> Superintendent's Evaluation Process . . . . . ."[1]

---

[1]Board of Education of the District of Columbia, Letter of Understanding to Dr. Vincent E. Reed, 20 November, 1978.

While all of these matters will be given attention, two are considered to be priority objectives.

Priority Objective 1

To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

As a result, each student will have:

"A command of fundamental communication skills. . .

A command of the skills that constitute mathematical, scientific, and technological literacy. . .

The ability to think critically, constructively and creatively. . .

The attitudes and self-discipline necessary to meet everyday situations realistically. . .

A command of the skills that promote sound physical, mental and emotional health. . .

An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group. . .

The skills and attitudes necessary to planning one's future. . .

The ability to relate knowledge and capabilities to individual needs and aspirations. . .

The ability to demonstrate marketable skills which may lead to economic independence. . .

A command of the analytical skills which lead to sound consumer practices. . .

The ability to use leisure time wisely and constructively. . .

An understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships. . .

> Knowledge of governmental processes and the implications of changing political times ...
>
> The knowledge, interpretation and appreciation of literature and the visual and performing arts...."[2]

The Board of Education further clarifies its instructional priority by noting that "the Board's commitment to excellence in education and emphasis on improvement of educational services at the local school level continues to serve as the focal point for a school system which is student-centered."[3]

> "Competency-Based Curriculum Implementation
>
> Now that the implementation of CBC has begun, the Board of Education believes that every effort should be made to accelerate the level of implementation as soon as possible. While the Board is cognizant that full implementation must be achieved through a carefully planned and monitored process, the CBC cannot be treated as an experiment, but must be given the full support and attention of a system-wide program mandated by the Rules of the Board of Education. All educational programs and thrusts in this school system must be consistent with the goals and objectives of CBC.

---

[2]D.C. Public Schools. Office of the Superintendent. Comprehensive Education Plan, School Year 1977-78. (Washington, D.C.: DCPS, 1977), p. 37.

[3]Letter of Understanding.

> The Board expects to establish an evaluation process and schedule regular meetings with the Superintendent to discuss progress being made on these and other particular matters, which the Board may from time to time establish as system priorities."[4]

The Rules of the Board of Education, Sections 702 ff. and 703 ff., set forth the policy direction of CBC and further specify CBC's critical elements, its design components and testing program requirements.

Priority Objective 2

To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

> "Monitoring Local School Operations
>
> Since the focal point of the policies of the Board of Education is the improvement of programs and services at the local school level, it is important that an improved process for monitoring local school operations be developed and implemented. With such a systematic approach to monitoring local school operations, the Board and Superintendent will be able to provide more complete and efficient oversight and will have increased capability to plan, provide support services, and correct deficiencies."[5]

The Rules of the Board of Education, Sections 704 ff. and 703 ff., provide the policy direction and elements for monitoring and reporting in this regard.

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[4] Ibid. [5] Ibid.

SYSTEM-WIDE TARGETS FOR STUDENT ACHIEVEMENT

System-wide Targets for Student Achievement[1] for School Year 1978-79 were established based upon an examination of previous test data and technical information related to the Comprehensive Tests of Basic Skills, Criterion Referenced Tests in mathematics and reading, Every-days Skills Tests, California Achievement Test for Adults and the Adult Basic Learning Examination.

In setting multi-year systemwide targets (1979-82) for student achievement, it is mandatory that we: (1) analyze Spring 1979 test results to determine the extent to which students achieved the system-wide targets, (2) identify the variables which may have impacted upon student achievement, and (3) project the status of CBC implementation by SY 1981-82.

The May 1979 tests results should be the starting point; however, for discussion purposes at this time, we are using the System-Wide Targets for SY 1979 as the reference point. Two basis assumptions are that the implementation of the Competency-Based Curriculum will be completed by Fall 1979, and that the implementation of CBC will result in bringing students to grade level by Spring 1982.

For the ninth grade level, it seems unreasonable to set targets for SY 1981-82 at the national norm since the students will have entered junior high school achieving far below grade level.

---

[1]Prepared by the Office of Instructional Program Development and Services, March 1979.

California Test of Basic Skills

SYSTEM-WIDE TARGETS FOR STUDENT ACHIEVEMENT

Reading	3rd Grade	6th Grade	9th Grade
Year			
1981-82	3.8	6.8	8.8
1980-81	3.6	6.5	8.5
1979-80	3.5	6.2	8.2
1978-79	3.4	6.0	8.0

Mathematics	3rd Grade	6th Grade	9th Grade
Year			
1981-82	3.8	6.8	8.8
1980-81	3.8	6.6	8.5
1979-80	3.7	6.5	8.2
1978-79	3.6	6.4	8.0

Criterion-Referenced Tests

- Using available instructional materials, equipment and personnel, increase the city-wide percentage of regular students mastering each objective at all levels of the Criterion-Referenced Tests in mathematics and reading by 25 percentage points in grades 1 - 3, and 15 percentage points in grades 4 - 9 greater than the percentage of students in each grade mastering each objective in the Fall of each year as evidenced by the results of the tests administered to grades one through nine in the following Spring.

Special Education

- Using available instructional materials, equipment and personnel, ensure by spring of each year that all of the students identified as handicapped and in need of Special Education services meet all of the annual goals stated in each child's Individualized Education Program for that school year.

Everyday Skills Tests

- Using available instructional materials, equipment and personnel, increase the city-wide percentage of students mastering each objective on the Everyday Skills Tests during the Spring of their 11th year 25 percentage points greater than the percentage of objectives mastered by those same students in the Fall of their 10th year.

Adult Education

- Using available staff, materials and resources, the median grade equivalent for students who have completed 100 hours of instruction while enrolled in the full-time and/or part-time Adult and Continuing Education program will be raised 0.6 grade equivalents higher than the median grade equivalents of students prior to instruction, as measured by scores on the California Achievement Test for Adults or the Adult Basic Learning Examination.

Why Plan?

Every organization exists for a reason, and strives to fulfill its purposes. Whatever it does it does for a reason; that reason can be random or calculated. The results of what it does can be random or calculated. In order to ensure that results are not random, an organization sets forth goals and objectives stating what it wants the results of its actions and activities to be. Those goals and objectives become its purpose. Planning is intended to reduce uncertainty.

In order to avoid random outcomes, any organization that aims at achieving certain specified goals must determine its ability to perform functions and operate in a manner which will assure and ensure the timely, qualitative and quantitative attainment of those goals. Planning is a tool that in its finest sense provides reasonable control over outcomes of future events; therefore it is reasonable, if not necessary, that planning occur, to enhance the probability that there will be reasonable control and order over future events. "For any organization to be classified as a system, it must have a clear unambiguous mission, a purposive design to attain the mission, and possess the ability to issue directions to change its sum aggregate based upon feedback." [1]

---

[1] F.E. English. "Management Practice as a Key to Curriculum Leadership," Educational Leadership, March, 1979, p. 410.

Educational planning has been defined as "the exercising of foresight in determining the policy, priorities and costs of an educational system, having regard for economic and political realities, for the system's potential for growth, and for the needs of the (District) and of the pupils served by the system."[2]

If an educational system is to succeed and fulfill its goals of providing its students with the knowledge and skills they need to be responsible and productive citizens, it must plan. It must take into account as many factors, internal and external, as possible; and, exercising foresight, it must set into motion a plan of action to deliver the knowledge and training necessary to ensure its students can reasonably cope with their present and future environments.

Planning establishes a pattern for the orderly and logical organization and direction of change. It enables educational systems to more effectively administer their programs. It assures that changes in program direction will be consistent with a well-developed plan based on sound educational principles such as the competency-based curriculum approach. It alerts all levels of the school system to the reasons and desirability of specific actions and enables them to plan more successfully for such actions. It provides a built-in flexibility and ability to change or alter strategies when program monitoring indicates that the desired accomplishments are not met.

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[2] C. E. Beeby. "Planning and the Educational Administrator", Fundamentals of Educational Planning - 4, UNESCO, International Institute for Educational Planning, Paris, 1967.

Why a Multi-Year Plan?

Policy-making and budgetary processes, by virtue of the political process, require long spans of time to be completed. Human nature and effective organizational management require consistency and continuity. While all of these are capable of almost instant adaptation, change most effectively occurs when all parties are aware of the why, how, who, what and when factors of the desired change. This enhances the probability of change as an orderly process, one in which a person/organization can feel in reasonable control. If there is a process of impacting its basic management process there will be long-range school system improvement.

Why this Planning Process?

The planning process which the District of Columbia Public Schools is undertaking this year is premised on two points: information and accountability. The Board of Education and Superintendent have set forth policy and major goals and objectives for the School System. The local school and its community constituents have set forth their plans for accomplishing these goals, specifically defining them based on individual, group and community-linked needs.

Regional plans take into account the need to render administrative support to local efforts within the framework of regional goals and objectives. Central and support Offices and Divisions have planned those processes and activities necessary to support local school and regional service delivery systems. In this way, the System seeks to support the local school/community and students' needs.

This multi-year planning process has its focus at the local school level.

PLANNING ASSUMPTIONS (1980-82)

- The goals of the Board of Education and the objectives of the Superintendent will continue in force during the planning period.
- The following planning assumptions are based on staff recommendations approved by the Superintendent:

  District of Columbia Public Schools will move from general instructional goal statements to measurable performance-oriented objectives.

  Emphasis will continue to be placed on the use of strategies for individualized instruction and assistance to students.

  A method to record the progress of students, which includes traditional grading and certification of mastery, will be established.

  Students will advance within appropriate levels on the basis of skill mastery and demonstrated competencies in the Pre-K-12 continuum.

  Graduation requirements that are based on a combination of coursework (Carnegie Units) and established competencies will be established.

  All counseling services will be consolidated under the jurisdiction of the Division of Student Services.

  Psychological and social work support for students will be expanded.

  Maximizing the use of existing resources, a high priority will be given to the development of a program for the improvement of attendance.

  Maximizing the use of existing resources, a high priority will be given to the development of a comprehensive health program from Pre-K to high school.

  The functions of the Division of Student Services will be expanded to include coordination with national clubs and organizations.

  Priority will be given to the establishment of a comprehensive central automated pupil accounting system.

- The projected student membership[1] will be:

	1979-80	1980-81	1981-82
Elementary	56,800	53,600	51,500
Junior High	24,800	22,700	21,200
Senior High	23,800	22,900	22,000
Special Education	1,500	1,500	1,500
Adult & Continuing Education*	27,650	30,146	32,859
Other	700	700	700

- A variety of data on students will be available at the local school, regional and central levels, including but not restricted to: test data, attendance data, health data and confidential data (psychological, social work and medical reports on a restricted access basis).
- Accelerated implementation and refinement of the Competency-Based Curriculum will be the major thrust of the school system during 1979-82.
- The multi-year objectives of the Competency-Based Curriculum program will be developed by the Office of Instructional Program Development and Services as a requisite for evaluation of the effectiveness of the program.
- Competency-Based Curriculum evaluation will be accelerated in proportion to the implementation plans and the availability of program objectives which will serve as a basis for evalution.

---

[1]Division of Research and Evaluation, "Summary of Student Membership Projections, All School Levels, For Regular Schools For School Year 1979-80 through 1982-83", January 1979.

*Figures for Adult and Continuing Education are provided by the Division of Adult and Continuing Education, April 1979.

- The perceived needs of students, ranked system's goals, five skills classification categories,[1] and the results of students performance on criterion-referenced, norm-referenced and aptitude tests will be used as guiding factors in establishing priorities for designing and implementing components of the Competency-Based Curriculum.
- The assessed needs of individual students, ranked system's goals, skills classification categories, and summarized levels of performance on psycho-educational assessment batteries in a non-discriminatory context will be used in establishing an individualized education program (IEP) for each identified handicapped child.
- The city-wide testing program will be the activity for the assessment of the degree of student achievement of the CBC instructional objectives and the system-wide targets on student achievement.
- All teachers and administrative personnel will have participated in CBC-related staff development programs by September, 1979.
- Program plans of major Offices will be developed with respect to compliance with federal law (P.L. 94-142; P.L. 94-482; Adult Education Act, Sec. 504; Title IX; etc.), Court Mandates and Plans, Inter-Agency Agreements, Rules of the Board of Education and Directives of the Superintendent.
- For SY 80-82 each school year shall include a minimum of 180 regular instructional days unless otherwise directed by the Board of Education.

---

[1] D. C. Public Schools. "A Design for a Competency-Based Curriculum Pre-kindergarten - Grade Twelve". Fulfilling the Mission. A Program for Excellence, Efficiency and Effectiveness. (Washington, D.C.: DCPS, 1976).

- Plans for the establishment of an Office of School Operations (Regions, Divisions of Special Education, Career Development, Adult and Continuing Education, Student Services) will be an organizational priority.
- Operations and procedures of the school system will be reviewed and revised if necessary in reference to the established goals and priority objectives.
- A comprehensive system for evaluating all Teacher Salary Act employees will be in effect SY '80-82.
- Salaries of all personnel will increase at a rate of 5% per year during the period FY 80-82.
- The school system will develop plans for the orientation of staff, installation and implementation of a computerized decision-support system during SY 80-82. This support system will increase the availability of student data to local, middle and executive level decision-makers.
- A data system providing storage and retrieval of information on all facilities operated by the Public Schools will be established and operational by September 1, 1979.
- Long-range school system budgetary plans will be facilitated by long-range municipal budgetary formulation in conjunction with the Board of Education and the community.
- Allocations of personnel and materiel resources will be effected in October and March of each school year.

- Allocations of funds for FY '81 and FY '82 are not expected to increase beyond the FY '80 levels except for mandatory items.
- Budget reprogramming and redirection of resources will be made in relation to the established priority objectives of the school system.
- The Capital expansion program will be limited to replacement of obsolete buildings at the rate of two buildings per year.
- Compliance with P.L. 94-142 will demand an increased number of teachers and support personnel for handicapped students for fiscal year 1980 and continuing thereafter.
- The number of handicapped students receiving tuition grants to private facilities will decrease due to additional program development and improved alternative opportunities in the Public Schools. While the numbers of students will decrease, the total costs for tuition will increase due to inflation.
- The Public Schools will plan, design and seek implementation of an expanded accountability system requiring additional personnel and materiel resources.
- An on-line Personnel System will be available providing the District of Columbia Public School System with the capability of a fully automated personnel action processing and personnel accounting system.
- Active participation of citizens in broad-based activities, i.e., goal setting and prioritization of goals, implementation plans, and assessment of progress, will be sought on a continuing basis.

RESOURCES
(In Thousands of Dollars)

Description	FY 79	FY 80 (Estimated)
ALL BUDGET APPROPRIATIONS:[1]		
Appropriated Budget	255,064.0	265,927.5
Federal Grants Assistance	44,130.3	44,130.3
Private Grants, Gifts, Donations	20.0	.....
Reimbursements - Non-District	322.5	344.9
Gross Operating Budget	299,536.8	310,402.7
GENERAL APPROPRIATION BUDGET CATEGORIES:[2]		
Salaries and Benefits	225,739.0	234,100.1
Capital Outlay	12,100.0	26,538.9
Other Operating Costs		
Supplies and Materials	2,714.2	2,835.9
Energy, Communications and Building Rentals	9,005.4	10,627.2
Other Services and Charges	7,339.6	7,697.2
Subsidies and Transfers	16.5	16.5
Land and Buildings	7,550.2	7,554.2
Equipment and Equipment Rentals	2,699.1	3,096.4
Total Operating Budget	267,164.0	292,466.4
AUTHORIZED POSITIONS:[3] (Appropriated Funds)		
Administrative/Supervisory	579	581
Teachers/Specialists	6,793	6,846
Paraprofessional, Clerical and Logistical Support	2,324	370
Total, Full Time Permanent	9,696	797
All Other, Average Full Time	(1,016)	(1,016)

[1]District of Columbia Justifications for the FY 1980 Budget, (Washington, D.C.: February, 1979), III, 306; Cf. also V, 269-70

[2]Ibid., p. 349.

[3]D.C. Public Schools, 1979 Supplemental Budget Data Report, (Washington, D.C.: January, 1979), p. 15.

Description	FY 79	FY 80 (Estimated)
(Non-Appropriated Funds)[4]		
Federal Grants Assistance	1,524	1,524
Private Funds, Reimbursement Non-District	14	14

Facility Resources[5]	FY 1979
Elementary Schools	128
Junior High Schools	28
Senior High Schools	13
Special Education Schools	7
Career Centers	7
Adult & Continuing Education Centers	3
Administrative Buildings	7
Other	6
Total	199

Resource Assumptions

... Intervention at the junior high school level will result in increased resources for "support services" at that level.

... Student government activities will be a high priority area with funding being provided for both elementary and secondary school advisors.

... Changes will be made in resource allocations and long range budgets.

... There will be a difference in the kind of resources currently distributed (remedial/developmental, instructional/teachers vs. aides).

... There will be differences in the distribution of resources among levels (elementary, secondary, etc.) and among general programs (regular classroom instruction, special education, career development).

... There will be an effort made to re-examine federal grant programs to insure that the distribution of resources in those programs supports the new distribution of resources called for by the plan being developed.

[4] District of Columbia Justifications, p. 349.

[5] D.C. Public Schools "Space Occupancy Report". Washington, D.C.: March 1, 1979, p. 8.

CONSTRAINTS

- The delivery of health, social, mental health and related services from appropriate District agencies is inhibited by lack of adequate resources and the unavailability of a municipal plan.
- The absence of clearly delineated municipal agency accountabilities and practices regarding the total welfare of handicapped children impacts on the overextended use of public school special education resources.
- There are no public guidelines or formulae for the determination of the share of city resources to be designated for Public Schools. Each year's budget is therefore a random determination by the Mayor and City Council. There is no firm budgetary foundation for long-range planning.

DEMOGRAPHIC DATA

The following demographic data provide summaries of key economic indicators about the city and the students in the D. C. Public School System.

TABLE I

DISTRICT OF COLUMBIA AND METROPOLITAN AREA POPULATION 1970, 1979

	1970	1979*	PERCENT OF CHANGE 1970-1979
WASHINGTON, D. C.	756,510	686,200	-9.3
METROPOLITAN AREA	2,908,801	3,109,500	6.9

SOURCE: District of Columbia, Department of Labor Annual Planning Report, FY 1979, August 1978.

*PROJECTED DATA (1979)

TABLE II

DISTRICT OF COLUMBIA AND METROPOLITAN AREA POPULATION, PROJECTED FOR 1980, 1985

	1980	IM 1985*
WASHINGTON, D. C.	702,000	724,000
METROPOLITAN AREA	3,175,000	3,447,000

SOURCE: Board of Directors, Council of Governments, "Cooperative Forecasting", 1979.

*IM - Intermediate Projected Estimate - An attempt to predict further growth with one Forecast Series.

TABLE III

DISTRICT OF COLUMBIA POPULATION PERCENTAGE
RACIAL COMPOSITION, 1970, 1979

RACE	1970	1979*
WHITE	27.7	23.9
NON-WHITE	72.3	76.1

*PROJECTED DATA (1979)

SOURCE: D.C. Department of Labor, Annual Planning Report, FY 1979, August 1978

TABLE IV

PROJECTION OF MEDIAN AGE BY RACE AND SEX
DISTRICT OF COLUMBIA
1979*

RACE	BOTH SEXES	MALE	FEMALE
WHITE	42,9	38.6	47.6
NON-WHITE	26.7	25.6	27.5
TOTAL	29.9	28.9	30.9

*PROJECTED DATA (1979)

SOURCE: D.C. Department of Labor, Annual Planning Report, FY 1979, August 1978

TABLE V

LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT RATE
DISTRICT OF COLUMBIA AND METROPOLITAN AREA
1970, 1977 and 1979
(THOUSANDS)

YEAR	DISTRICT OF COLUMBIA			METROPOLITAN AREA		
	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT
1970	363	346	4.8	1242	1203	3.1
1977	328	296	9.7	1542	1462	5.2
1979*	333	311	6.7	1591	1536	3.9

*PROJECTED DATA (1979)

SOURCE: D.C. Department of Labor, Annual Planning Report, FY 1979, August 1978.

TABLE VI

COMPARISON OF EMPLOYMENT BY INDUSTRY
WASHINGTON, D.C. METROPOLITAN AREA
1974 - 1985*

INDUSTRY	1974 (PERCENT)	1985* (PERCENT)
Agriculture, Forestry and Fisheries	0.7	0.5
Construction	7.5	7.1
Finance, Insurance and Real Estate	6.2	6.6
Government Public Administration	24.7	24.3
Manufacturing	4.6	4.1
Services	32.3	33.5
Trade	18.3	18.3
Transportation Communications and Public Utilities	5.6	5.5

*PROJECTED DATA (1985)

SOURCE: D.C. Department of Manpower, Industrial and Occupational Employment to 1985, August 1977.

TABLE VII

UNEMPLOYMENT OF DISTRICT OF COLUMBIA
RESIDENTS BY COLOR - 1970, 1974, 1979
ANNUAL AVERAGE

	1970	1974	1979*
CIVILIAN LABOR FORCE	4.9	6.0	6.7
WHITE	4.4	3.0	4.5
NON-WHITE	5.1	7.2	7.3

*PROJECTED DATA (1979)

SOURCE: (1970, 1974) District of Columbia, Municipal Planning Office, "District of Columbia Data", December 1976.

(1979) District of Columbia Department of Labor, Annual Planning Report , FY 1979, August 1978.

In 1977 the unemployment rate among the 16 to 19 year old labor force was 41.6 percent.

TABLE VIII

MEDIAN INCOME OF FAMILIES BY RACE AND EDUCATIONAL ATTAINMENT
DISTRICT OF COLUMBIA, 1975

Selected Characteristics	1975	
All Races	14,001	
Black	11,954	
White	24,407	
Educational Attainment 25 years and over	14,543	
Elementary: Total	9,152	
8 years	9,624	
High School: Total	12,723	
4 years	14,186	
Median Income (1970)		9,583
Median Income (1974)		10,800

SOURCE: U.S. Department of Commerce, Bureau of Census, Consumer Income , Issued June 1978.

(1970, 1974) D.C. Municipal Planning Office, "District of Columbia Data", December, 1976.

TABLE IX

MEDIAN INCOME OF PERSONS 14 YEARS AND OVER
BY RACE, SEX AND EDUCATIONAL ATTAINMENT
DISTRICT OF COLUMBIA
1975

	MALE	FEMALE
All Races	$ 7,979	$5,722
Black	6,900	5,376
White	12,807	7,187
Educational Attainment - 25 Years and Older	10,219	6,612
Elementary: Total	5,919	2,853
8 Years	6,334	3,673
High School: Total	9,612	6,610
4 Years	10,430	8,013

SOURCE: United States Department of Commerce, Bureau of Census, Consumer Income, June 1978.

TABLE X

ESTIMATED HOUSING UNITS AND AVERAGE HOUSEHOLD SIZE
DISTRICT OF COLUMBIA
SELECTED YEARS, 1970-1985

	1970	1977	1980*	1985*
Housing Units (000's)	278.4	278.2	289.0	300.6
Average Household Size	2.72	2.48	2.44	2.41

*Projected Data (1980, 1985)

SOURCE: U.S. Department of Commerce, Bureau of Census, Consumer Income, June 1978.

TABLE XI

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
SUMMARY OF THE RATE OF ATTENDANCE FOR THE PERIOD
OCTOBER 1977 THROUGH MAY 1978 COMPARED WITH
OCTOBER 1978 THROUGH MAY 1979
FOR ALL INSTRUCTIONAL LEVELS IN ALL REGIONS

PRELIMINARY REPORT

School Level	Rate of Attendance: School Year 1978-79*	Rate of Attendance: School Year 1977-78
Elementary	90.7	89.4
Junior High	83.4	82.6
Senior High	77.1	78.5
Career Development Centers	77.4	78.8
Ellington School of the Arts	85.1	N.A.
Special Education ...	78.6	85.2
System-wide	86.1	82.9

Notes:

1. Due to the types of program, STAY Program, Street Academies, and Capitol Page School are not included.

2. N.A. means data "not available".

* For the purposes of this report, March data collected during Teachers' Strike are eliminated. Data does not include eight (8) schools which have not submitted data for the month of May.

Prepared by
Division of Research and Evaluation
July 1979

TABLE XII

AVERAGE DAILY MEMBERSHIP AND AVERAGE DAILY ATTENDANCE FOR 1977-78

Level and Type of School	Actual Membership Oct. 20, 1977	ADM FY 1978	ADA FY 1978	Rate of Absenteeism 1/ FY 1978
Elementary Schools				
Pre-Kindergarten	2,886			
Kindergarten	7,241			
Regular Grades 1-6 2/	53,956			
TOTAL	64,083	63,977	56,316	10.6
Junior High Schools				
Regular Grades 7-9	28,784			
TOTAL	28,784	28,527	21,421	17.4
Senior High Schools				
Regular Grades 10-12	21,139	20,598	18,202	21.5
STAY Program	1,353	1,394	1,049	... 3/
Street Academies	307	275	186	... 3/
Ellington School of the Arts	451	430	N.A.	N.A.
TOTAL	23,250	22,697	19,437	
Career Development Centers				
Regular Grades 10-12 and special students	2,225	2,265	1,668	21.2
Capitol Page School	90	90	82	... 3/
Special Education 4/	1,533	1,512	939	14.8
SUB-TOTALS	119,965	119,068	99,863	17.1
Tuition Grant Students	539	N.A.	N.A.	N.A.
Pre-Schools	168	N.A.	N.A.	N.A.
GRAND TOTAL	120,672	119,068	99,863	17.1

1/ Latest information available. Rate of absenteeism not based on figures in ADM and ADA columns, but based on the number of actual absences divided by number of possible days of attendance.

2/ Includes non-graded, elementary level.

3/ Due to the type of program, STAY Program, Street Academies and Capitol Page School are not included.

4/ This category includes pupils on visiting instruction at home or in the hospitals as well as pupils in officially recognized special classes or schools for the handicapped.

NOTE: N.A. means data "not available".

Prepared by Division of Research and Evaluation
December 1978

TABLE XIII

COMPARISON OF STUDENT MEMBERSHIP, SY-78; SY-79

MEMBERSHIP: The table below shows the student membership in the District of Columbia Public Schools for the school year 1978-79 as compared with the school year 1977-78.

Level	10/20/77	10/19/78
Elementary Schools		
Pre-Kindergarten	2,886	2,797
Kindergarten	7,241	6,504
Grades 1-6[a]	53,956	50,534
Junior High Schools		
Grades 7-9	27,326	24,637
Junior High School students housed in:		
Elementary Schools	1,153	1,302
Senior High Schools	305	577
Senior High Schools		
Grades 10-12[b]	22,799	21,677
Career Development		
Career Development Centers (Grades 10-12) and Special Students	2,225	2,542
Ellington School of the Arts (Grades 9-12)	451	536
Randall High School (Grades 9-12)	[c]	409
Capitol Page School	90	79
Special Education [d]	1,533	1,456
Sub-total	119,965	113,050
Other		
Tuition Grant Students	539	589
Pre-Schools[e] - Regular	128	151
Pre-Schools[e] - Special Education	40	68
GRAND TOTAL	120,672	113,858

a/ Includes regular grades 1-6 and non-graded 1-6.
b/ Includes students in STAY Program and Street Academies.
c/ Included under regular senior high schools.
d/ Includes K-12 students housed in regular day schools, career development centers and special education schools. Includes orthopedically handicapped students, trainable mentally retarded students, sight conservation students, Visiting Instruction Corps, Mental Health Stations, etc.
e/ Pre-School/Pre-Kindergarten students whose teachers are paid through school system's funds are included here.

SOURCE: Division of Research and Evaluation

TABLE XIV

STUDENT MEMBERSHIP BY RACE: The table below summarizes student membership by race and by school level. The racial categories listed are those designated by the U.S. Office of Civil Rights. (Membership as of October 19, 1978)

Level	American Indian	Asian or Pacific Islander	Black	White	Hispanic	Total
Elementary	17	428	55,714	2,920	756	59,835
Junior High	14	111	25,490	657	244	26,516
Senior High[a/]	5	110	20,940	473	149	21,677
Career Development						
Career Development Centers	-	3	2,527	7	5	2,542
Ellington School of the Arts	-	-	509	27	-	536
Randall High School	-	-	404	5	-	409
Capitol Page School	-	-	12	67	-	79
Special Education[b/]	-	4	1,381	60	11	1,456
Sub-total	36	656	106,977	4,216	1,165	113,050
Tuition Grant Students	-	1	501	77	10	589
Pre-Schools[c/] - Regular	-	-	148	-	3	151
Pre-Schools[c/] - Special Education	-	-	67	1	-	68
GRAND TOTAL	36	657	107,693	4,294	1,178	113,858

a/ Includes STAY Program and Street Academies.

b/ Includes K-12 students housed in regular day schools, career development centers and special education schools. Includes orthopedically handicapped students, trainable mentally retarded students, sight conservation students, Visiting Instruction Corps, Mental Health Stations, etc.

c/ Pre-School/Pre-Kindergarten students whose teachers are paid through school system's funds are included here.

SOURCE: Division of Research and Evaluation

TABLE XV

NUMBER OF GRADUATES IN THE SENIOR HIGH SCHOOLS, STAY SCHOOL, STREET ACADEMIES, ELLINGTON SCHOOL OF THE ARTS AND THE CAREER DEVELOPMENT CENTERS FOR THE SCHOOL YEARS 1973-74 THROUGH 1978-79

School Year	Senior High Schools	STAY School	Street Academies	Ellington School of the Arts	Career Development Centers [a/]	Total
1973-74	4,716	288	-	-	460	5,464
1974-75	4,617	207	-	-	478	5,302
1975-76	4,392	181	-	-	468	5,041
1976-77	4,594	240	50	125	386	5,395
1977-78	4,767	113	76	89	87 [b/]	5,132
1978-79	5,010	326	60	-	748 [c/]	6,144

a/ Prior to School Year 1975-76, the Career Development Centers were listed as Vocational High Schools.

b/ In 1976 the plan to phase out the shared-time program was implemented. This has resulted in a small number of 1978 graduates from Career Development Centers.

c/ This total includes Ellington School of the Arts and Randall High School which were transferred to the Division of Career Development in 1978-79.

Prepared by
Division of Research and Evaluation
August 1979

TABLE XVI

NON-PUBLIC AND PUBLIC SCHOOL ENROLLMENT: In compliance with the Compulsory School Attendance Law in the District, non-public schools report their enrollment to the District of Columbia Public Schools. A summary of the 1978-78 school enrollment for District of Columbia residents in grades Kindergarten through 12 has been prepared by the Division of Pupil Personnel Services and is reproduced below:

	Number of Pupils				
	Total	Sub-total	Black	Other	RDU[1/]
D. C. Parochial & Private Schools[2/]	14,101		8,139	5,417	545
Parochial Schools		7,877	5,851	1,558	468
Catholic		7,662	5,658	1,536	468
Greek Orthodox		22	0	22	0
Seventh Day Adventist		193	193	0	0
Private Schools		6,224	2,288	3,859	77
Catholic		1,618	828	790	0
Other		4,606	1,460	3,069	77
Tutoring	1		0	1	0
Street Academies	210		210	0	0
Department of Human Resources[3/]	510		480	30	0
Out-of-D.C. Schools[4/]	2,683		1,109	1,463	111
NON-PUBLIC SCHOOLS TOTAL[5/]	17,505		9,938	6,911	656
PUBLIC SCHOOLS TOTAL[6/]	113,050		106,977	6,073[7/]	0
GRAND TOTAL	130,555		116,915	12,984	656

1/ Race data unavailable on students.
2/ D.C. residents under 16 years old only. Total includes three schools that were unable to report race data on students.
3/ Includes children attending school programs at residential centers in Laurel, Maryland and three schools in D.C. Programs ungraded, based on age.
4/ D.C. residents under 16 years old only. Total includes five schools that were unable to provide race data on students.
5/ D.C. residents under 16 years old only. Total includes eight schools that were unable to provide race data on students.
6/ From report of "Pupil Membership in Regular Day Schools on October 19, 1978 by Schools, by Grades, by Race, by Sex, and by Regions," prepared by the Division of Research and Evaluation.
7/ Includes 4,216 white/caucasian, 36 American Indian or Alaskan Native, 656 Asian and 1,165 Hispanic. Race/ethnic designations from U.S. Civil Rights form OS/CR 102.

SOURCE: "Summary of School Enrollment (1978-79)"
School Attendance, Work Permits and Census Branch,
Division of Pupil Personnel Services

TABLE XVII

STAFFING: A POSITION DISTRIBUTION SUMMARY
DISTRICT OF COLUMBIA PUBLIC SCHOOLS -- FY 1978-79

POSITIONS	FY 1978		FY 1979	
	Regular Appropriation Total FY 1978 Request[2]	Percentage of FY 1978 Total Positions	Regular Appropriation Total FY 1979 Request	Percentage of FY 1979 Total Positions
Administrators[1]	460	4.8	473	4.9
Supervisors	100	1.0	106	1.1
Teachers	6,168	64.0	6,114	63.1
Specialists	586	6.1	679	7.0
Technicians/ Craftsmen	580	6.0	600	6.2
Paraprofessionals	215	2.2	175	1.8
Clerical	533	5.5	534	5.5
Custodian/ Transportation	1,001	10.4	1,011	10.4

[1]Includes central office and field personnel.

[2]Figures represent total number of positions requested for FY 1978

SOURCE: Division of Research and Evaluation, D. C. Public Schools Data Resource Book 1977-1978 and 1978-79. (Data prepared by Budget Division.)

TABLE XVIII

BREAKDOWN BY REGION AND GRADE OF STUDENTS
SPEAKING LANGUAGES OTHER THAN ENGLISH 1978-79

REGION	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGRADED	TOTAL
REGION I		7	20	35	25	16	12	15								130
REGION II	83	126	174	159	119	138	124	112	115	117	128	116	97	50	2	1,660
REGION III						1										1
REGION IV	1		1	5	1	6	1	4	1	1						21
REGION V		3	2	3	3	1	3	5			3	17	4	4		48
REGION VI	1	4	12	12	7	10	9	9	10	18	6	2	3	3		106
CAREER DEVELOPMENT											1					1
SPECIAL EDUCATION															7	7
GRAND TOTAL	85	140	209	214	155	172	149	145	126	136	137	136	104	57	9	1,974

SOURCE: DIVISION OF BILINGUAL EDUCATION, DISTRICT OF COLUMBIA PUBLIC SCHOOLS, JUNE 1979.

CITY-WIDE TESTING

The city-wide testing policy for the District of Columbia Public Schools is stated in Chapter 4, Sections 415 and 451, and Chapter 7, Section 703 of the Rules of the Board of Education.

Section 415 establishes guidelines for the General Educational Development (GED) Test, including such factors as applicant eligibility, provisions for testing special groups and specifications for retesting.

Section 451 specifies the uniform implementation of testing and evaluation as they apply to handicapped or special education students.

Section 703 delineates the parameters of the city-wide testing program i.e. (a) the city-wide testing schedule,[1] (b) tests to specific student groups, i.e. kindergarten, (c) test-related staff development, (d) the dissemination and accountability of test results, (e) norm-referenced and criterion-referenced testing and (f) the Superintendent's Annual Report on Testing to the Board of Education.

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[1] The City-Wide Testing Schedule for SY 81-82 is under development by the Division of Program Development.

TABLE XIX

FY'80 CITY-WIDE TESTING PROGRAM

Program	Grade	Test	Date
FIRST SEMESTER			
City-Wide	Kindergarten	Metropolitan Readiness Test, Form 1	October 3-5 and October 9-11, 1979
City-Wide	1-9	Prescriptive Reading and Prescriptive Mathematics Tests, Revised Editions	October 9-19, 1979
City-Wide	10	Everyday Skills Test	November 6-9. 1979
SECOND SEMESTER			
City-Wide	8	Differential Aptitude Tests and Career Planning Survey	February 11-15, 1980
City-Wide	1-9	Prescriptive Reading and Prescriptive Mathematics Tests; Levels as administered in the Fall	April 21-30, 1980
City-Wide	3,6 and 9	Comprehensive Tests of Basic Skills	May 5-9, 1980
City-Wide	11	Everyday Skills Tests	May 5-9, 1980

SECTION II: PLANNING PROCESS

COMPREHENSIVE EDUCATION PLANNING PROCESS

STEPS

1. The Superintendent's Office will:

   a. Conduct an assessment of system-wide needs. Review SY-79 Philosophy, Mission, Goals of the Board. Priority Objectives, Superintendent's goals for student achievement and comprehensive plan.

   b. List and prioritize major system-wide needs.

   c. Revise/refine/accept/modify SY-79 goals and objectives based on appropriate data bases.

   d. State multi-year SY 80-82 goals and objectives.

2. The Office for Educational Accountability will develop planning rationale, planning assumptions, resources and constraints based on the newly created goals. This Office will also disseminate the approved planning process with completion expectancy timelines and the approved comprehensive plan format to the major Offices. The comprehensive plan format will be accompanied by a manual for the development of Part B, the Action Plan, and a glossary.

3. The Office of the Superintendent and other major Offices will review and modify SY-79 Comprehensive Plans in accordance with the requirements of reorganization and needs assessment outcomes for the multi-year period.

4. The Office of the Superintendent, the Office of Instructional Program Development and Services, the Office for School Operations, the Office for Educational Accountability, the Office for Management Services, will establish planning teams, and using the SY 80-82 system goals and objectives, will develop for their respective offices' program goals and measurable objectives indicating the anticipated extent of achievement of each goal per year (i.e., by end of year 1, year 2, and year 3).

5. The Office for Educational Accountability will coordinate the sharing of the multi-year goals and objectives of each major Office with other major Offices for purposes of establishing not only congruence and compatibility with each systemwide goal but also their supportive relationship to each other in an inter-office context and in maximum support of system's goals.

6. Each major Office will formulate those projected and recommended shifts in allocation criteria, procurement timelines and other modifications as well as recommended policy changes that might impact on the Management Services' planning considerations and planning cycles. The Superintendent, in consultation with heads of major Offices, will forward decisions on these recommendations for incorporation into the Management Services' plan.

7. The Office of the Superintendent and major Offices conduct planning activities with units under their respective jurisdictions consisting of dissemination and review of prioritized Office goals and objectives based on needs assessment which determines priorities.

8. Regions, divisions and local schools will establish planning teams to replicate the planning process beginning with a needs assessment to determine local and unit program goals and instructional, managerial and support system objectives specific to their respective role and function. Local schools will develop and submit their comprehensive plans to respective supervisory offices.

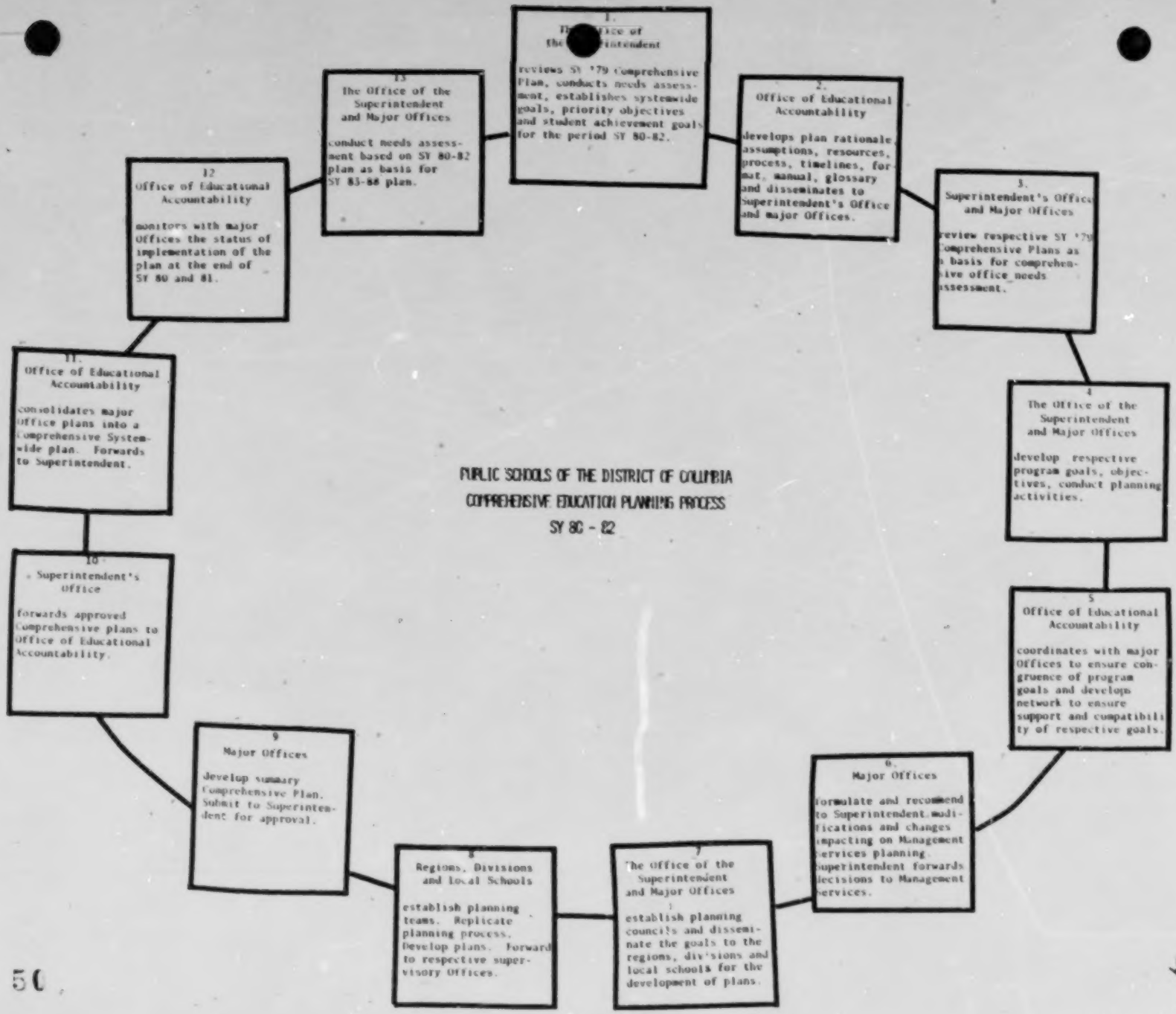
9. Regions, Divisions and Offices will develop summary comprehensive plans and submit to respective supervisory Offices for approval. Major Offices will submit comprehensive plans to the Superintendent for approval.

10. Superintendent will forward approved comprehensive plans to the Office for Educational Accountability.

11. The Office for Educational Accountability will consolidate a comprehensive systemwide plan and forward it to the Superintendent for final approval.

12. The Office for Educational Accountability will monitor with major Offices the status of implementation of the multi-year plan at the end of SY 80 and SY 81.

13. The Office of the Superintendent will conduct an assessment of systemwide needs based on the previous multi-year plan which leads into a five-year planning sequence for SY 83-88.


1.
The Office of the Superintendent
reviews SY '79 Comprehensive Plan, conducts needs assessment, establishes systemwide goals, priority objectives and student achievement goals for the period SY 80-82.
2.
Office of Educational Accountability
develops plan rationale, assumptions, resources, process, timelines, format, manual, glossary and disseminates to Superintendent's Office and major Offices.
3.
Superintendent's Offices and Major Offices
review respective SY '79 Comprehensive Plans as a basis for comprehensive office needs assessment.
4
The Office of the Superintendent and Major Offices
develop respective program goals, objectives, conduct planning activities.
5
Office of Educational Accountability
coordinates with major Offices to ensure congruence of program goals and develops network to ensure support and compatibility of respective goals.
6.
Major Offices
formulate and recommend to Superintendent modifications and changes impacting on Management Services planning. Superintendent forwards decisions to Management Services.
7
The Office of the Superintendent and Major Offices
establish planning councils and disseminate the goals to the regions, divisions and local schools for the development of plans.
8
Regions, Divisions and Local Schools
establish planning teams. Replicate planning process. Develop plans. Forward to respective supervisory Offices.
9
Major Offices
develop summary Comprehensive Plan. Submit to Superintendent for approval.
10
Superintendent's Office
forwards approved Comprehensive plans to Office of Educational Accountability.
11.
Office of Educational Accountability
consolidates major Office plans into a Comprehensive Systemwide plan. Forwards to Superintendent.
12
Office of Educational Accountability
monitors with major Offices the status of implementation of the plan at the end of SY 80 and 81.
13
The Office of the Superintendent and Major Offices
conduct needs assessment based on SY 80-82 plan as basis for SY 83-86 plan.
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
COMPREHENSIVE EDUCATION PLANNING PROCESS
SY 80 - 82

II-4

ORGANIZATION OF THE SCHOOL SYSTEM

In its November 20, 1978,Letter of Understanding to the Superintendent of Schools, the Board of Education expressed the belief that "every effort should be made to accelerate the level of implementation (of CBC) as soon as possible....that full implementation must be achieved through a carefully planned and monitored process...given the full support and attention of a system-wide program...."[1]

On January 29, 1979,Superintendent Reed reorganized the central administration because of "this Administration's desire to expedite the development and implementation of all services in support of the improvement of student achievement through the Competency-Based Curriculum."[2]

This new organization plan:

- "align(s) major duties and functions to improve the monitoring and operations of local schools;
- expedite(s) and support(s) accountability through the conduct of comprehensive research and program evaluation system;
- provide(s) such information and data which are pertinent to effective decision-making and the professional delivery of instructional, supportive and managerial services;
- correlate(s) all development of instructional programs and services to assure implementation of the Competency-Based Curriculum;

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1 Board of Education of the District of Columbia, Letter to Dr. Vincent E. Reed, 20 November 1978.

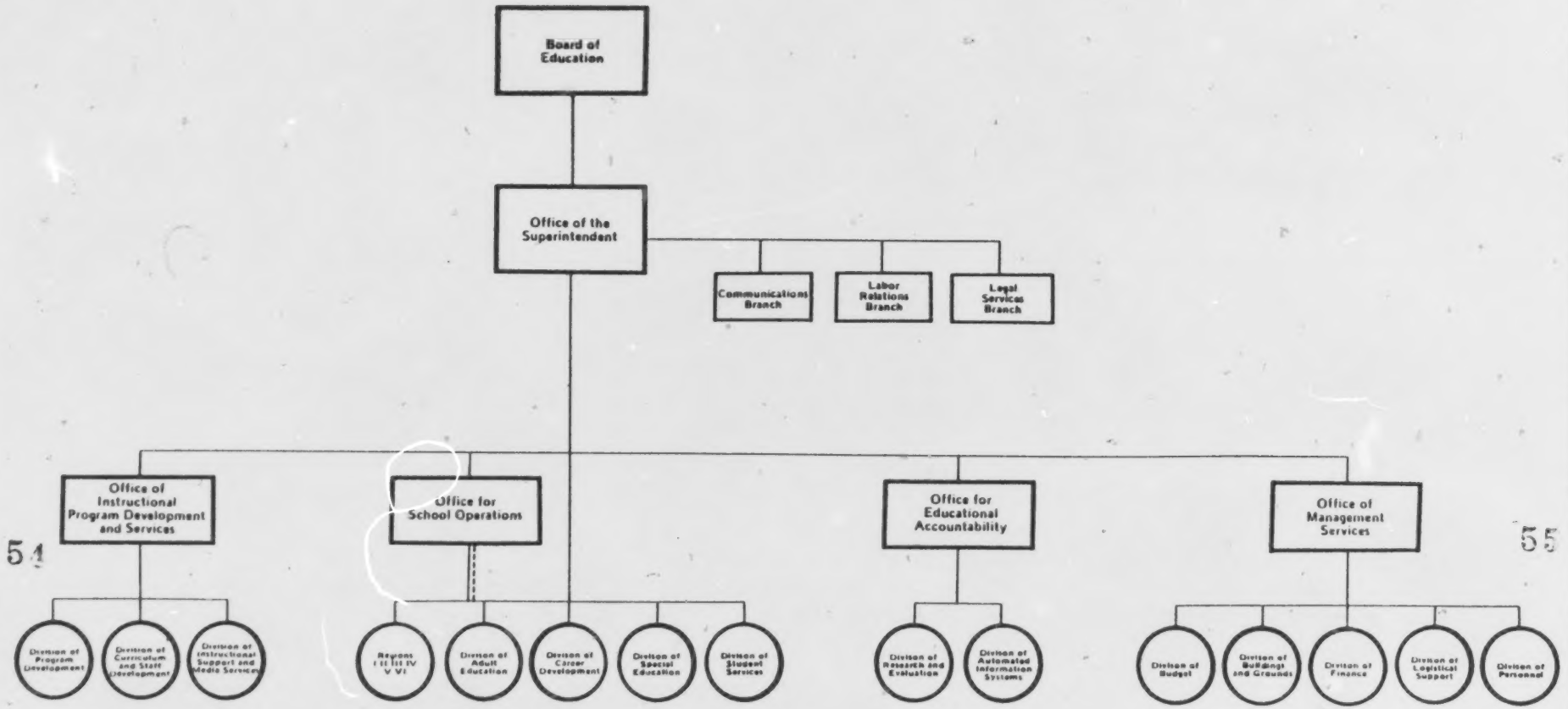
2 Dr. Vincent E. Reed, Letter to the Board of Education of the District of Columbia, 18 January 1979.

- consolidate(s) all elements of student services to provide for the most effective use of supportive resources for students;

- integrate(s) federal grant funds with regular budget and financial control systems to assure maximum use of fiscal resources".[3]

3 Ibid.

Organization of Central Administration


Board of Education
Office of the Superintendent
Communications Branch
Labor Relations Branch
Legal Services Branch
Office of Instructional Program Development and Services
Office for School Operations
Office for Educational Accountability
Office of Management Services
Division of Program Development
Division of Curriculum and Staff Development
Division of Instructional Support and Media Services
Regions I II III IV V VI
Division of Adult Education
Division of Career Development
Division of Special Education
Division of Student Services
Division of Research and Evaluation
Division of Automated Information Systems
Division of Budget
Division of Buildings and Grounds
Division of Finance
Division of Logistical Support
Division of Personnel

SECTION III-A: PROGRAM DESCRIPTIONS OF MAJOR OFFICES, SY 80-82

OFFICE OF INSTRUCTIONAL PROGRAM DEVELOPMENT AND SERVICES

The Office of Instructional Program Development and Services provides instructional leadership and direction to the school system by determining the existing needs in the target populations served by school programs, developing strategies to meet these needs and coordinating system-wide activities related to the implementation of the instructional programs.

The executive office coordinates three divisions through which it directs and supervises the development and implementation of the Competency-Based Curriculum, the design and implementation of professional training programs for teachers and administrators, the development of federal and private grant programs compatible with the system's educational program, the design and implementation of the system-wide testing program, and the provision for direct assistance and instructional support to teachers in the classroom.

The Division of Curriculum and Staff Development consists of two branches: the Curriculum Development Branch and the Staff Development Branch. The Curriculum Development Branch prepares and publishes curriculum documents and supplementary instructional materials; utilizes knowledge about current trends in curriculum nationally to enrich local curriculum development effort; validates, field tests, reviews, and revises curricula in all subject matter

areas; facilitates curriculum exchange between the D.C. Public Schools and other jurisdictions; interfaces the efforts of curriculum development with test development efforts; develops instructional media which enhance instruction for teachers and students. The Staff Development Branch determines the appropriateness of teacher preparation; devises courses, workshops, demonstrations and seminars to overcome expressed deficiencies; develops plans for the in-service training of teachers and other school personnel; develops, implements, and evaluates a comprehensive system-wide training program for all school personnel; provides renewal recertification experiences for teachers and administrators; develops and disseminates a yearly calendar of course offerings for the school system; establishes and maintains a professional library including a curriculum reference center; provides a substantive link between the school system and area universities; and provides technical assistance to central, regional and school managers.

The Division of Program Development consists of two branches: Grants Administration and Pupil Appraisal. The Grants Administration Branch seeks funds to support the implementation of the Competency-Based Curriculum; ensures the development of educational programs which are compatible with the system's programs; ensures an interrelationship between federal and regular programs; monitors the utilization of federal and private grant funds; conducts state level functions for federally funded programs and projects. The Pupil Appraisal Branch designs and administers a city-wide testing program; provides assessment, diagnostic and achievement data to teachers and administrators; prepares an annual test report; develops recommenda-

tions for assessing instructional goals of the school system.

The Division of Instructional Support and Media Services consists of the Instructional Support Branch and Special Projects Branch. The Instructional Support Branch provides on-site instructional support to teachers; promotes the maintenance of high standards of professional performance in the classroom; provides leadership in utilizing self-assessment tools to improve teaching skills; provides leadership in adapting curriculum technologies to classroom instructional support services for an identified student population; provides supplementary enrichment opportunities for students of exceptional endowments; provides supplementary instructional programs which focus on social problems and concerns; promotes the maintenance of standards of excellence for instructional materials, equipment and facilities; interfaces student oriented programs with the efforts of government agencies, business firms and community organizations. The Special Projects Branch provides compensatory instructional support services to an identified student population; provides supplementary enrichment opportunities for gifted students and provides supplementary instructional programs which promote multi-lingualism and a cultural pluralism.

THE OFFICE FOR SCHOOL OPERATIONS

The Office for School Operations coordinates the operations of the six Regions, the Division of Adult and Continuing Education, the Division of Career Development, the Division of Special Education, and the Division of Student Services. The Office assists the Superintendent in the oversight and monitoring of all local schools, and consolidates all student services which support continuous development, progress, mastery of skills, maximum achievement of students, and strengthen the formalized instructional program.

Through an on-going oversight program for all public schools, the Office for School Operations insures that policies, directives and programs of the District of Columbia Public Schools are effectively implemented. The Office develops and implements a plan for maximizing the use of student services and supports the thrust of all students to obtain competencies to help them survive as individuals and members of society. The Office provides the Superintendent not only with information on the status of policy and program implementation in public schools, but also provides an evaluation of the effectiveness of the District of Columbia Public Schools policies and programs affected by the local school operations.

OFFICE OF MANAGEMENT SERVICES

The Office of Management Services coordinates the management and operation of five operating divisions: Budget, Buildings and Grounds, Finance, Logistical Support, and Personnel, plus the Management Analysis Unit.

The Management Analysis Unit constitutes a permanent task force in the Office of the Deputy Superintendent for critical management services problems, improvement and oversight. The unit plans and conducts management improvement projects primarily related to problems which: (1) focus on organizational change within existing funds as required to best accomplish tasks related to mission objectives of the divisions of Management Services and/or (2) focus on the design, implementation, and/or maintenance of adequate systems within which the required tasks are accomplished.

The Division of Budget has the responsibility for budget development and control of all appropriated and grant funds: developing both revenue and expenditure estimates, preparation of statistical and justification documents, preparation of support material for legislative testimony and supplemental data, issuance of control allotments, approval of budget changes and other associated budgetary tasks.

The Division of Buildings and Grounds, responsible for the physical aspects of the real property under the jurisdiction of the Public Schools of the District of Columbia, insures that buildings are kept in a safe, secure and sanitary condition which meets the various District Codes. The Division provides those services which support the programs in the buildings

in terms of custodial services, operating engineering services, maintenance, architectural and engineering services, and safety and security programs.

The Division of Finance is responsible for all financial accounting for the school system. It maintains financial control over the expenditures of the school system's funds to insure that budget expenditure limits are not exceeded. The Division coordinates all transfers of funds in the school budget, and establishes procedures for the reimbursement of expended school funds from federal and local agencies. Regular financial statements and other support materials are prepared for presentation to the Board of Education, the Deputy Superintendent, and central office and field staff, in accordance with the various laws, regulations, and requirements of the District of Columbia Government. Special financial analyses and reports are prepared as required. The Division provides payment services to all school system vendors and contractors. It assumes the responsibility for those activities and functions necessary for processing payrolls in cooperation with the Central Payroll Division of the District of Columbia Government.

The Division of Logistical Support is responsible for providing services to the entire school system. In general, these are procurement, warehousing, transportation of handicapped children, student lunches, equipment maintenance, property accountability, and mail services.

The Division of Personnel formulates and recommends personnel management policies and procedures, plans and establishes programs to carry out personnel management functions, assigns responsibilities, exercises supervision over personnel activities under several different pay systems and classification criteria, evaluates program effectiveness and employee performance, and develops and reviews personnel programs to promote good employee morale and motivation. The Division of Personnel is also vested with the responsibility for relating personnel management functions to the achievement of effective, economical management, for fostering in managers and employees an attitude of responsive service to fellow employees and to the public, and for developing effective communication between and among management and employee organizations.

THE OFFICE FOR EDUCATIONAL ACCOUNTABILITY

The Office for Educational Accountability has as its major role the development, implementation and support of a program of educational accountability in the D.C. Public Schools. Educational Accountability is the public guarantee from the educational system that all children and youth will acquire the skills and competencies necessary to take advantage of the options that accrue upon completion of the educational process, without respect to ethnic background, socio-economic status or degree of handicapping conditions.

Aspects of educational accountability are the processes of setting goals and objectives, making available adequate resources to meet those goals, developing strategies for maximum use of resources, conducting regular evaluations to determine the extent to which goals and objectives are being achieved, and devising more efficient ways to meet goals and objectives.

Educational accountability ensures the efficiency, quality and state of education whereby the school system takes public responsibility for students achieving publicly agreed-upon and defined educational objectives.

Educational Accountability comprises a series of systems that:

... are conceptualized on the basis of societal demands on individuals and the opportunities offered them.

... consider the characteristics of various students and commits itself to the development of the individual.

... view development as a broad range of skills, competencies abilities and talents which include the abilities to structure society on behalf of all people.

... presume that development should continue throughout life and that education is a responsibility of a complex of social instructions.

... place all staff in a position of responsibility to children, youth, parents and the community.

The Division of Research and Evaluation facilitates and supports educational accountability through the conduct of systematic educational research and program evaluation. In carrying out these responsibilities, the Division not only conducts its own research efforts but also reviews and monitors research projects and studies conducted by external agents, graduate students and the like. Evaluation responsibilities extend not only to the priority program areas specified by the Superintendent of Schools but also include the oversight of evaluation activities conducted by contracted agents and the respective major Offices of the D.C. Public Schools.

The Division of Automated Information Services provides the basic automated data processing services to the major Offices of the D. C. Public Schools. These services include but are not limited to oversight of ADP operations and purchases throughout the school system, review of contracts and proposals addressing ADP and computer assisted/managed instruction (CAI/CMI), the development of software packages to meet educational program needs, technical assistance to ADP users, provision of ADP generated reports, and the provision of ADP services to support the implementation and assessment of instructional and support services.

The Planning Branch coordinates the development and monitors the implementation of the D.C. Public Schools Comprehensive Education Plan. This responsibility includes the establishment and implementation of a planning process which provides for goal setting, writing of management objectives, conducting objective record and alignment meetings, developing action plans, securing approval and dissemination of the Plan. In monitoring the Plan's implementation, the Branch meets regularly with major Offices to determine the status of critical tasks and reports to the Superintendent major problem areas with mutually recommended corrective action to ensure successful attainment of the major Offices' goals and objectives.

The Impact Aid Survey Section conducts the annual Impact Aid/Low Rent Housing/Embassies, Chanceries, Consulates, Student-Parent Surveys of the D.C. Public Schools students. This Section also interprets, implements and administers those Public Laws which pertain to the Impact Aid Survey and entitlement.

The Data Base Management and Accountability Information Branch will support educational accountability through its efforts to determine the scope of data needs within D.C. Public Schools and provide reliable information for decision-making.

The Compliance Monitoring and Oversight Branch, when established will facilitate educational accountability through its establishment of an administrative process that coordinates the administrative oversight with that oversight process established by the Board of Education.

SECTION III-B: COMPREHENSIVE EDUCATION ACTION PLAN, SY 80-82

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: Provide leadership and direction to and supervision of the educational program and administration of the District of Columbia Public Schools.

Accountable Office: Office of the Superintendent of Schools

Objective	Target Deadline
1. Provide all students with an educational program designed to promote the attainment of knowledge, competencies, skills and positive attitudes.	Continuing
2. Improve the level of service and the efficiency of operations in both the management of schools and the delivery of fiscal, personnel and materiel support.	
3. Determine the priorities of the school system within the framework of the goals, objectives and concerns of the Board of Education and the community and the needs of the students of the District of Columbia Public Schools.	
4. Provide oversight and monitoring of all local schools under the direct supervision of regions and divisions.	
5. Ensure effective articulation and integration of programs between and among regions and divisions.	
6. Direct the development and implementation of a system for educational accountability.	
7. Disseminate information about the District of Columbia Public Schools and provide opportunities for community participation in school affairs.	
8. Promote cooperation and encourage support for the school system's major goals and priorities.	
9. Administer an effective labor relations policy.	
10. Provide legal guidance on the interpretation for implementation of laws, regulations and Board Rules.	

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To provide instructional leadership and direction to the school system.

Accountable Office: Office of Instructional Program Development and Services

Objective	Target Deadline
1. To direct and administer the development and implementation of a comprehensive instructional program within the framework of the goals and priority objectives of the school system.	Continuing
2. To identify existing needs and deficiencies in the student population and instructional staff.	Continuing
3. To direct the development of programs and support services to meet the needs of students and instructional programs and services.	Continuing
4. To monitor the development and implementation of instructional programs and services.	Continuing
5. By the end of 1979-80, the OIPDS will develop recommendations for assessing the system's instructional goals, not measured at this time, namely, Goals 4, 11, 12 and 14.	February, 1980

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To design and implement a Competency-Based Curriculum.

Accountable Office: Office of Instructional Program Development and Services

Objective	Target Deadline
1. By the end of 1979-80 review and revise curricula included in validation study.	August, 1980
2. By the end of 1979-80 develop and submit recommendations on the use of CBC technology in delivering instruction to students.	December, 1980
3. By the end of 1980-81 develop procedures to be followed in all schools, classrooms, and learning centers, so that students have opportunities to obtain skill mastery as evidenced by dissemination of approved procedures.	July, 1981
4. By the end of 1980-81 develop and publish course descriptions and requirements for grades 7-12, using policy and instructional guidelines and Competency-Based Curriculum.	June, 1981
5. By the end of 1979-80 coordinate system-wide curriculum development and staff development activities and provide technical assistance for CBC Implementation, of central staff, regional staff, School Operations including Special Education, Career Development Adult/ Continuing Education, Student Services; federally funded programs, alternative instructional programs and the regular instructional programs.	June, 1980

6.	By the end of 1979-80 conduct staff development activities in the use of curriculum guides, Scope and Sequence documents and CBC technology in all subject areas for school personnel as evidenced by published schedules of activities and lists of participants.	June, 1980
7.	By the end of 1979-80 promote coordination of and provide technical assistance to efforts for staff development and curriculum development and implementation by Special Education, Career Development, Student Services, federally funded programs, and the regular instructional programs.	June, 1980
8.	By the end of 1980-81 provide staff development and instructional support services which will enable school personnel to implement Competency-Based Curriculum in the schools as evidenced by skills labs, flexible scheduling, continuous progress instruction, changed organizational patterns and revised procedures for record keeping and reporting.	June, 1981
9.	By the end of 1979-80 extend the first cycle of development of CBC guides to include art, foreign languages, music, and senior high school electives in English, mathematics, social studies, science and health/physical education.	October, 1980
10.	By the end of 1980-81 provide selected curriculum documents for instructional planning in all subject areas as evidenced by their distribution to instructional staff.	May, 1981
11.	Coordinate curriculum and staff development efforts and instructional support functions of Special Projects units with regular curriculum and staff development efforts and instructional support functions.	Continuing
12.	Using available information and material, the OIPDS will take aggressive steps in the pursuit of the non-federal dollar to support implementation of the Competency-Based Curriculum.	Continuing

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To provide instructional support to school personnel, parents, and the community

Accountable Office: Office of Instructional Program Development and Services

Objective		Target Deadline
1.	By the end of 1979-80 develop and publish the official textbook list.	March, 1980
2.	By the end of 1979-80 develop an instructional support plan to coordinate the supervisory efforts of all central and regional personnel as evidenced by implementing the design.	June, 1980
3.	By the end of 1979-80 provide a variety of library and media support for full implementation of CBC, using the guidelines of the approved Comprehensive Instructional Materials Plan.	June, 1980
4.	By the end of 1979-80 provide continuous professional and paraprofessional development for all school personnel as evidenced by the operation of a Leadership Academy.	August, 1980
5.	By the end of 1980-81 correlate the Competency-Based Curriculum Scope and sequence documents and commercial textbooks with the instructional objectives of the school system.	September, 1981

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To provide policy recommendations for the instructional program of the Public Schools of the District of Columbia.*

Accountable Office: Office of Instructional Program Development and Services

Objective	Target Deadline
1. By the end of 1979-80 develop and submit a plan for student progress procedures at the critical checkpoints (3,6,9) as evidenced by submission of recommendations to the Superintendent.	July, 1980
2. By the end of 1980-81 develop and disseminate procedures for facilitating the continuous progress of students, Pre-K - 12 as evidenced by procedures on file in OIPDS and individual schools.	July, 1980
3. During 1979-80 develop guidelines for the establishment of skills labs in reading and math in all schools.	June, 1980
4. By the end of 1979-80 develop and recommend the essential competencies and course requirements for graduation.	September, 1980

* This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To ensure the development of federal programs which complement regular funded instructional programs.

Accountable Office: Office of Instructional Program Development and Services

Objective	Target Deadline
1. By the end of 1979-80, OIPDS through intensive training of the Division of Program Development staff will increase the capacity for program development as evidenced by approved programs for federal and private funding which complement the implementation of the Competency-Based Curriculum.	July, 1980
2. Using guidelines for new Title II ESEA, OIPDS will seek federal support for the implementation of the Competency-Based Curriculum as evidenced by programs and services which are proposed and/or operational by the end of 1980-81.	June, 1982
3. Using the regulations established for Title I, ESEA, Part A, and SEA regulations, ensure that programs are developed which complement the implementation of the Competency-Based Curriculum.	Continuing
4. Using regulations established under the 1978 Education Amendments, the OIPDS will seek funds for and ensure the development of categorical programs under Titles III, VI, VII, and IX of P.L. 95-561 and other appropriate special federal grant programs.	Continuing

5.	Using Title IV, ESEA guidelines and regulations ensure that programs are developed to support the implementation of the Competency-Based Curriculum.	Continuing
6.	Using federal, state and Board of Education guidelines, the OIPDS will administer the implementation of programs,and seek continuation and expansion during 1981-82 school year based upon evaluation reports.	Continuing

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To design and implement a testing program which meets the requirements for assessment, diagnostic and achievement data.*

Accountable Office: Office of Instructional Program Development and Services

Objective	Target Deadline
1. Based upon a review of system's assessment needs, the OIPDS will develop a City-Wide test program by the end of 1979-80 which provides achievement and diagnostic data for teachers and administrators, and evaluation data for curriculum developers.	May, 1980
2. Using data from all tests administered in recent years, OIPDS will prepare an Annual Test Report by 1980-81 which will serve the formative evaluation function of supporting CBC by guiding any necessary adjustments in instructional emphasis on the curriculum.	September, 198

* This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To establish a mechanism for the development and/or review of recommendations for policy formulation in the administration of local schools consistent with the Board and Superintendent's priorities.

Accountable Office: Office for School Operations

Objective	Target Deadline
By October 1979, the Office for School Operations will establish and make operational an administration Council which will serve as the mechanism for review and recommendation for policies which impact on local school operation.	October, 1979

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To develop and implement a plan for consolidating student services in order to maximize the use of student support services.*

Accountable Office: Office for School Operations

Objective	Target Deadline
By June 1980, assess status of systemwide student services and make recommendations for realignment of staff and functions.	June, 1980

* This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To facilitate and coordinate the development of regional and divisional operational plans through the conduct of ongoing developmental meetings and planning sessions.

Accountable Office: Office for School Operations

Objective	Target Deadline
By December 1979, the Office for School Operations will review and negotiate plans and objectives of regional and divisional units to assure compatability with system goals.	December, 1979

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society

GOAL: To facilitate and support educational accountability through the conduct of systematic research and program evaluation. *

Accountable Office: Office for Educational Accountability

Objective	Target Deadline
1. To provide DCPS major Offices with a model for systematic evaluation of educational programs to determine their effectiveness in achieving the Goals and Objectives of the Board of Education and the Superintendent by September 15, 1979 as evidenced by the dissemination of the approved model to the major Offices.	September 15, 1979
2. To conduct systematic research and educational program evaluation in the priority area as determined by the Superintendent by September 15, 1980 (1981 and 1982) as evidenced by the evaluation and research reports submitted to the Superintendent.	September, 1979 September, 1980 September, 1981

* This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 1: To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society.

GOAL: To coordinate the development of a Comprehensive Multi-Year Plan for the District of Columbia Public Schools.

Accountable Office: Office for Educational Accountability.

Objective	Target Deadline
1. By March 13, 1979, the Planning Branch will have developed a process for the development of a Comprehensive Multi-Year Plan, SY 80-82 as evidenced by the dissemination of the approved process to the Major Offices of the District of Columbia Public Schools.	March, 1979
2. By July 1, 1979, the Planning Branch will have coordinated the development of a Comprehensive Multi-Year Plan, SY 80-82 as evidenced by monitoring schedule and log of technical assistance contacts, and the dissemination of the Plan as approved by the Superintendent of Schools.	July, 1979
3. As directed by the Superintendent by October 12, 1979 the Office for Educational Accountability will coordinate the development of critical tasks associated with the respective objectives of the major Offices.	October 12, 1979
4. By June of each year of the Multi-Year period (SY 80-82) the Office for Educational Accountability will have monitored the status of implementation of the Multi-Year Plan with the major Offices of the District of Columbia Public Schools and will have coordinated recommended modifications and decision requirements which will result in updating of the Plan.	June, 1980 June, 1981 June, 1982
5. By September 1, 1981, the Office for Educational Accountability will have disseminated the process for the development of the SY 83-88 Comprehensive Multi-Year Plan as evidenced by the approval of the process by the Superintendent and receipt by the Major Offices of the District of Columbia Public Schools.	September, 1981

Objective	Target Deadline
6. By July 1, 1982, the Office for Educational Accountability will have coordinated and monitored the development of the SY 83-88 Comprehensive Multi-Year Plan with other District of Columbia Public Schools Major Offices as evidenced by approval of the SY 83-88 Comprehensive Education Plan by the Superintendent.	July, 1982
7. By September 1, 1979, the Office for Educational Accountability will have planned and assisted in the implementation of a comprehensive technical assistance and staff development program in the areas of long-range planning for informed administrative decision-making and educational accountability as evidenced by implementation of the program, contingent upon approval.	September, 1979

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Maintain effective communications and working relationships with the Board of Education.

Accountable Office: Office of the Superintendent of Schools

Objective	Target Deadline
1. Keep the Board of Education apprised of the current status of the Competency-Based Curriculum and other approved instructional and administrative programs.	Continuing
2. Recommend to the Board proposed policies and appropriate action on organization of schools, personnel, finance, instruction, school plant and other functions of the school system.	Continuing
3. Provide the Board of Education with regular and timely information on the implementation of Board policies.	Continuing

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To review, assess, prioritize and establish criteria for the allocation of personnel and non-personnel resources to local schools.

Accountable Office: Office for School Operations

Objective	Target Deadline
By January 1980, based upon the projected enrollment and school system priorities, the Office for School Operations will review criteria for allocation of resources, assess impact on local schools and make recommendations to Superintendent for modification or change.	January, 1980

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To coordinate and monitor ongoing programs for local schools to ensure that the policies of the District of Columbia Public Schools are effectively implemented.

Accountable Office: Office for School Operations

Objective	Target Deadline
By January 1980, the Office for School Operations will develop and implement a process for the efficient dissemination of standard operating procedures for policy implementation.	January, 1980

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Develop and implement a system for quarterly review of the effectiveness and efficiency with which management support services are provided to facilitate the accomplishment of the educational goals and objectives of the public schools*

Accountable Office: Office of Management Services

Objective	Target Deadline
The Management Analysis Unit shall review and devise procedures for management analysis, management systems and management information for selected aspects of management to ensure the timely and effective delivery of services.	Continuing

*This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Provide, maintain, and monitor procedures for the formulation of controls by which funds will be expended to accomplish the educational goals and objectives of public schools*

Accountable Office: Office of Management Services

Objective	Target Deadline
The Division of Budget will provide for budget development and control of all appropriated and grant funds	Continuing

*This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Provide and monitor procedures for: maintenance and use of public school facilities and grounds; technical services related to capital projects; and safety and security services in support of the educational goals and objectives of the public schools.*

Accountable Office: Office of Management Services

Objective	Target Deadline
To promote an equitable provision for adequate facilities in all buildings and ensure that all school property is safe and secure at all times.	Continuing

*This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Provide, maintain and monitor an effective and efficient fiscal accounting and payroll system to support the educational and administrative goals and objectives of the public schools. *

Accountable Office: Office of Management Services

Objective	Target Deadline
To provide timely and accurate financial and accounting reports on all appropriated and grant funds.	Continuing

*This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Provide, maintain and monitor procedures for timely and effective technical assistance in the procurement distribution and maintenance of goods and services, for support of the educational and administrative goals and objectives of public schools, including the transportation of handicapped children. *

Accountable Office: Office of Management Services

Objective	Target Deadline
To provide logistical support for the educational program in the area of food services, procurement and delivery of school supplies and equipment, transportation of students and inventory management and distribution.	Continuing

*This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: Design, implement and monitor procedures for the identification, selection and administration of personnel essential to the delivery of services to accomplish the goals and objectives of the public schools.*

Accountable Office: Office of Management Services

Objective	Target Deadline
To provide for the proper classification, staffing and certification of public school personnel and services to employees of the school system.	Continuing

* This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To plan, develop and organize a comprehensive Office for Educational Accountability.

Accountable Office: Office for Educational Accountability

Objective	Target Deadline
1. To direct and administer the Office for Educational Accountability so as to carry out the duties and responsibilities dictated by Directive 200.0.1 and the stated priorities of the Superintendent of Schools.	July, 1979
2. To direct the establishment and implementation of operational plans for and within each division and branch of OEA according to established OEA Goals and Objectives.	Continuing

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To provide leadership in the design, establishment and implementation of a Decision Support System which will provide the Superintendent and Executive Staff with information and decision options/recommendations pertinent to the delivery of quality instructional, supportive and managerial services to students, staff and the community.

Accountable Office: Office for Educational Accountability

Objective	Target Deadline
1. Contingent upon the availability of staff for a Data Base Management and Accountability Information Branch, the Office for Educational Accountability will survey the scope of data collections within the District of Columbia Public Schools as evidenced by submission of a report to the Superintendent detailing the nature, scope, frequency, purpose of and agent responsible for data currently being collected.	March, 1980
2. Contingent upon the availability of staff for a Data Base Management and Accountability Information Branch the Office for Educational Accountability in conjunction with major Offices will determine the priority data needs of the District of Columbia Public Schools as evidenced by the submission of a report to the Superintendent recommending and specifying data base requirements of a Decision Support System.	June, 1980
3. Contingent upon the availability of staff for a Data Base Management and Accountability Information Branch, the Office for Educational Accountability will develop uniform procedures for data collection and compilation as evidenced by reduction in duplicative data collection efforts and the production of reports useful for administrative decision-making.	June, 1980

Objective	Target Deadline
4. The Office for Educational Accountability will assist in the establishment of a Decision Support System by providing a comprehensive network for on-line access to data and the generation of reports necessary to promote accountability and informed decision-making in a time frame congruent with the implementation schedule of the Support System.	June, 1982

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To provide the Superintendent and major Offices of the School System with a continuous monitoring and oversight program to determine compliance with the adherence to Board of Education policies, Superintendent's Directives, legislation, Interagency Agreement and Court Mandates, and other applicable compliance indicators.

Accountable Office: Office for Educational Accountability

Objective	Target Deadline
1. Contingent upon the availability of staff, a Monitoring and Oversight Unit, the Office for Educational Accountability will inventory "Rules of the Board of Education", Superintendent's Directives, Federal and District Laws and Regulations, Interagency Agreements, and Court Mandates as evidenced by the submission to the Superintendent of comprehensive list of those rules, laws, mandates, etc., the specific products and/or actions required thereof, accountable offices and the required frequency and timelines of those products and actions.	Continuing
2. Contingent upon the availability of staff, the Monitoring and Oversight Unit will coordinate the monitoring of critical task implementation as called for in the educatica plans of major Offices, relating to the progress and implementation of CBC and support programs and as evidenced by the submission of monitoring reports and recommendations to the Superintendent and major Offices.	Continuing
3. Contingent upon the availability of staff the Office for Educational Accountability will design an administrative process, coordinated with the oversight of federal programs by the Board of Education, to provide a comprehensive and continuous oversight program as evidenced by the dissemination of this process as approved by the Superintendent.	Continuing

	Objective	Target Deadline
4.	Contingent upon the availability of staff, the Office for Educational Accountability in conjunction with other major Offices, will begin the continuous implementation of the approved administrative oversight process, as evidenced by oversight reports and recommendations to the Superintendent of Schools and appropriate major Offices.	Continuing

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To interpret, implement and administer Public Laws 81-815, and 81-874 as amended by Public Laws 91-230, 95-561 and supplemental legislation relating to the Impact Aid Program.

Accountable Office: Office for Educational Accountability

Objective	Target Deadline
In each year of the SY 80-82 period the Impact Aid Survey Section will complete the Impact Aid/ Low-Rent Public Housing/Embassies, Chanceries, Consulates, Student-Parent Surveys of the District of Columbia Public Schools students as evidenced by the accrual of the maximum Federal funds for which the Public Schools are eligible under the legislation.	January 31st of each year

PRIORITY OBJECTIVE 2: To design and implement a system which provides continuous assessment of student progress, personnel and program performance, and delivery of services.

GOAL: To provide automated data processing services for the District of Columbia Public Schools. *

Accountable Office: Office for Educational Accountability

Objective	Target Deadline
1. Contingent upon the availability of resources and the establishment of a design for a Decision Support System, the Office for Educational Accountability will receive and store data to be maintained as part of an integrated and comprehensive system-wide data base, according to the timelines and specifications of the Decision Support System Design.	Continuing
2. Contingent upon the availability of resources and the establishment of a design for a Decision Support System, the Office for Educational Accountability will implement and maintain computer communications necessary for a system-wide on-line data base according to the timelines and specifications of the Decision Support System design.	Continuing
3. Contingent upon the availability of resources and the establishment of a design for a Decision Support System, the Office for Educational Accountability will analyze and design man-machine interface procedures necessary for effective reporting of data processing information in accordance with the timelines and specifications of the Decision Support System design.	Continuing
4. To provide automated data processing services to support the implementation and assessment of instructional and support services.	Continuing

* This goal supports both priority objective 1 and priority objective 2; it has been placed under this priority objective to show where the primary emphasis and focus of the objectives will be placed.

SECTION IV: SYSTEM-WIDE MONITORING AND EVALUATION

THE SYSTEM-WIDE MONITORING PROCESS

The reorganization of the Central Administration of the District of Columbia Public Schools in January 1979, resulted in the establishment of four major Offices that report directly to the Superintendent of Schools. All four major Offices are responsible for some aspect of the system-wide monitoring program. A chart of the four major Offices and their monitoring function is provided below:

THE FOUR-MAJOR OFFICES AND THEIR MONITORING FUNCTIONS

Office		Major Function
Office of Instructional Program Development and Services	a/	Monitoring the implementation of the Competency-Based Curriculum.
Office for School Operations	b/	Monitoring and Oversight of all Local School Operations.
Office of Management Services	c/	Monitoring of school finances, the status of personnel and employment, employee performance, the status of school buildings, accident statistics and safety conditions, all support services, i.e., procurement, supply management, and food services.
Office for Educational Accountability	a/	Monitoring and Oversight of major Offices

SOURCE: a/ Rules of the Board of Education, Section 702.4

b/ Superintendent's Directive, January 1979

c/ Rules of the Board of Education, Superintendent's Directives and unpublished document, by the Office of Management Services, June 1979

During SY 80-82 two types of monitoring will be in effect: process monitoring and program monitoring. Process monitoring will ascertain the extent to which the processes employed in carrying out school system activities are consistent with the Rules of the Board of Education, Directives of the Superintendent, federal and other legislative regulations and agency agreements and contribute to the achievement of stated goals and objectives of the District of Columbia Public Schools. Where necessary, this includes the identification of problems, and recommendation of alternate strategies or corrective action needed to achieve the objective.

Program monitoring will consist of the development of a system for determining whether the critical tasks related to priority program objectives are being performed within the context of quality, program formulation and timelines, in order that program goals and objectives can be achieved within specifications. Program monitoring at the major Office level relates to the broad programs designed to carry out the major goals and objectives of that Office. At the operational level the monitoring of programs is the responsibility of organizational units which have accountability for such programs.

EVALUATION

Each major Office of the D.C. Public Schools is charged with the responsibility for the internal evaluation of its subordinate divisions and units listed on the table below. The processes to be employed by the Offices are stated in the comprehensive plans for each Office.

INTERNAL EVALUATION RESPONSIBILITIES OF MAJOR OFFICES

Office	Functions Evaluated
Office of the Superintendent	Legal, Regulatory, and Legislative Communications Labor Relations
Office of Instructional Program Development and Services	Instructional Support and Media Services Curriculum and Staff Development Program Development
Office for School Operations	Adult Education Career Education Special Education Student Services Region I - VI
Office of Management Services	Budget Buildings and Grounds Finance Logistical Support Personnel
Office for Educational Accountability	Research and Evaluation Automated Information Systems Planning Impact Aid Data Base Management and Accountability Information

In addition, the Office for Educational Accountability is responsible for the evaluation of the effectiveness of D.C. Public Schools policies and programs affecting the major Offices of the system.

The Division of Research and Evaluation in this Office is charged with the evaluation of the following system-wide activities:

Implementation of the Competency-Based Curriculum Approach

Federal Grant Programs

The Evaluation System

Evaluation of the Competency-Based Curriculum Implementation

The requirement for the evaluation of the competency-based curriculum approach is stated in the Rules of the Board of Education, Section 702.4 which calls for a continuing evaluation process and Section 702.5 (h) which directs that there will be a reporting of the results of ongoing assessment and evaluation of the instructional program.[1]

A model for the evaluation of educational programs has been developed by the Division of Research and Evaluation. This model will utilize data collection by the school system on a regular basis, through the Evaluation System and by program staff. The evaluation of CBC will be accomplished through the application of this model relative to the stated objectives and delineated priorities of CBC as determined by the Office of Instructional Program Development and Services and the Superintendent for the period SY 80-82.

Federal Grant Program Evaluation

The evaluation of a federally-supported program is the responsibility of the Division of Research and Evaluation upon the request for

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[1] Rules of the Board of Education, General Education Policy, Sections 702.4 and 702.5 (h).

services and provision of resources by the respective program director. This evaluation may be conducted either within the Division or by contractual agreement. In the first category, an evaluation design is developed in cooperation with program staff and then implemented by Division staff funded by the project. Examples of projects for which this approach is used are: ESEA, Title IV, Part C, Career Development, Impact Aid Pre-kindergarten, and the Emergency School Aid Act (ESAA). In the second category, contractual arrangements for project evaluations are made and managed by the Division utilizing funds provided by the project with the assistance of Division staff funded by regular budget or non-categorical funds. Projects evaluated in this manner are the Bilingual Program, the Right to Read Program, and Project READ.

In SY 1980, both approaches are being utilized in the evaluation of one program - ESEA, Title I. In Phase I of a plan to conduct Title I evaluation in-house by 1981, contractual services have been secured to provide training and assistance to Title I staff assigned to the Division in those areas where current staff is not yet sufficient.

Evaluation System[1]

The Evaluation System of the District of Columbia Public Schools has several purposes. At the most general level it is designed to enable

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[1]Division of Research and Evaluation, The Evaluation System, Description, History, and Status Report, December, 1978; and Evaluation Outcomes, 1975-76: Evaluation Report on Reading Programs and Reading Achievement, September, 1978.

the school system to evaluate the effectiveness of programs, to identify characteristics of programs that seem to increase effectiveness. Also, it is designed to enable the D. C. Public Schools to follow particular students over a period of years, to examine long-term effects of different programs, and to measure changes in program characteristics from year to year. The design of the Evaluation System is such that analyses or evaluation can be done at a number of levels: the individual student, the classroom, the school building, the grade level, the program, the region, and the overall school system.

An essential feature of the Evaluation System is its ability to correlate data. Thus, the System is designed to combine test data with program data, and to combine both of these with a variety of other data or measures such as: student absence, sex, age, size of class, student turnover rate for classes, type of class and involvement of aides.

The Evaluation System is designed to support the investigation of an almost limitless number of questions. The objective findings of the Evaluation System will provide decision-makers at all levels with sound information upon which to make judgments for future directions.

At the present time the Evaluation System has data and reports on factors related to reading achievement for students and classes in 34 elementary schools for school years 1975-76 and 1976-77. By September 30, 1979, reports based on similar data for school year 1977-78 will be available for the 34 schools in the Evaluation System.

APPENDICES

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
SCHOOL CALENDAR
1979-1980

1979

Teachers (full days)	Tuesday, Sept. 4
	through Monday, Sept. 10
First day for students (half day)	Monday, Sept. 10
Columbus Day (Holiday)	Monday, Oct. 8
Professional Development Day for teachers	Monday, Oct. 29
Veterans Day (Holiday - Nov. 11, 1979)	Monday, Nov. 12
Thanksgiving (Holiday)	Thursday, Nov. 22
	and Friday, Nov. 23
Winter Vacation (Holiday - Dec. 25, 1979)	Monday, Dec. 24
	through Monday, Dec. 31

1980

New Year's Day (Holiday)	Tuesday, Jan. 1
Martin Luther King, Jr.'s Birthday (Holiday)	Tuesday, Jan. 15
First Semester Ends	Friday, Feb. 1
Second Semester Begins	Monday, Feb. 4
George Washington's Birthday (Holiday)	Monday, Feb. 18
Spring Vacation	Monday, March 31
	through Monday, April 7
Memorial Day (Holiday)	Monday, May 26
Last day for students (half day)	Tuesday, June 17
Last day for teachers (full day)	Tuesday, June 17

COMMEMORATIVE DAYS (Schools Open)

World Wide Peace Day	Thursday, Nov. 1
Frederick Douglass Day	Thursday, Feb. 14
Paul Robeson Day	Wednesday, April 9
Edward Kennedy "Duke" Ellington Day	Tuesday, April 29
Mary McLeod Bethune Day	Friday, May 16
Malcolm X Day	Monday, May 19
Mary Church Terrell Day	Wednesday, June 4
Earl "Fatha" Hines (To be commemorated during "Music in Our Schools Week")	

Commemorative Days will be properly observed in accordance with Regional Offices

ADVISORY PERIODS

Date of Advisory Endings	Number of Days	Number of Sessions
1979 - First Advisory, Nov. 16, 1979	46 1/2	93
1980 - Second Advisory, Feb. 1, 1980	45	90
	91 1/2	183
Third Advisory, Apr. 11, 1980	43	86
Fourth Advisory, June 17, 1980	45 1/2	91
Total, Second Semester	88 1/2	177
Total, School Year	180	360

EMERGENCY CLOSINGS/MAKE-UP DAYS

1. Whenever it is necessary to make up 1 to 5 school days, the spring vacation will be shortened accordingly.

2. Whenever it is necessary to make up more than 5 school days, the school year will be extended accordingly.

Total number of days school year for students - 180 360
1979-80 Calendar provides for:

A. 180 days of instruction

B. 186 days for teachers

School hours: Regular ..... 9:00 A.M. - 3:00 P.M.
Career Development Centers ..... 8:30 A.M. - 3:00 P.M.
Special Education ..... Vary

GLOSSARY

ACTION PLAN: a systematic plan of action projecting what is to be accomplished to reach stated objectives, based upon a management-by-objectives (MBO) planning format, for problem solving and implementation of programs.

ASSUMPTION: a statement of condition(s) which establishes limitations for planning activities.

COMPREHENSIVE EDUCATION PLAN: the systematic delineation of goals, objectives of the school system, specifying the progression of activities to accomplish those goals and objectives, persons accountable for their achievement, the strategies and timelines for their accomplishment and criteria to be used for determining the degree of their attainment.

CONSTRAINT: an anticipated problem which may make it impossible to achieve stated objectives.

CRITICAL TASK: the major strategies or action steps which must be taken to achieve specified objectives.

DEMOGRAPHIC DATA: information and data describing or indicating the nature of populations with reference to size, density, distribution, vital statistics, socio-economic status, attendance, enrollment, test scores and the like.

EVALUATION: the process of delineating, obtaining and providing useful information for judging decision alternatives. Evaluation can be formative (concerned with program improvement) or summative (concerned with determining overall program effectiveness).

GOALS: ends toward which any agency or person performs work or renders service; statements of purpose or ultimate outcomes, a perception of an ideal.

GUIDELINES: Those Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Interagency Agreements, Directives of the Superintendent, and the like, which provide specific mandates and parameters for the operation and conduct of the agency and its programs.

INSTRUCTIONAL OBJECTIVE: statements that describe what competencies students will have achieved after completing a prescribed unit of instruction.

LOCAL PLANNING UNIT: that group composed of staff, students and community (including the Neighborhood School Council as prescribed by the Board of Education) that accurately reflects the office/region /division /local school's needs and goals, and that develops the education plan for and on their respective unit's behalf.

MONITORING: the process of securing and transmitting information that indicates the status of implementation of objectives, critical tasks and their outcomes.

MONITORING, PROCESS: the securing and transmitting of data and information to determine adherance to and degree of compliance with Rules of the Board of Education, District and Federal Laws and Regulations, Court Orders and Plans, Inter-agency Agreements, Directives of the Superintendent, established and approved processes and procedures, and the like.

MONITORING, PROGRAM: the securing and transmitting of data and information about specific programs and/or operations to determine status of implementation.

NEED: the discrepancy or difference between what <u>is</u> (current status) and what <u>is desired</u> (goal); that discrepancy or difference requiring appropriate attention and action.

NEEDS ASSESSMENT: a formal process for collecting and analyzing data which identifies and documents discrepancies between "what is" and "what is desired."

OBJECTIVE: statement of the exact aim, purpose or end that is to be accomplished in meeting a unit's goal.

OBJECTIVE, PERFORMANCE: a school-wide instructional objective specifying the audience, behavior, conditions and degree of a specified performance.

OBJECTIVE, PROCESS: a management objective specifying the manager(s), activity, deadline, evidence and standard.

PLANNING: the process of identifying the overall, long-range goals, priorities and objectives of an organization, and formulating various courses of action to be followed in working toward achieving those goals, priorities and objectives and in working towards the reduction of uncertainty.

PLANNING COORDINATOR: the person responsible for coordinating and chairing the planning activities of a specific unit.

PLANNING, INSTRUCTIONAL MODEL: a conceptualization of an instructional program, usually in terms of four components: (1) a statement of desired outcomes, (2) methods by means of which students' attainment of these outcomes are measured, (3) the means by which instruction is provided to students, and (4) procedures by which information about student outcome attainment is recorded, reported and used.

PLANNING PROCESS: the series of activities and/or actions conducted to develop, submit and secure approval of a unit's educational plan.

PROGRAM: the cluster of related activities carried out in the anticipation of the accomplishment of a goal; the combination of the sub-goals, objectives, and activities which become an element in the operation of the school system.

PROGRAM DESCRIPTION: that data and information which identifies and clarifies the nature and purpose of a cluster of related activities, its operations, its organization and administration, clients, and other descriptors which define it.

RESOURCE: money, people, facilities, time, materials, or anything else used by the education system for accomplishing its objectives.

TARGETS, SYSTEM-WIDE: those increments in student achievement over time that the system has set as goals and as measured by criterion-referenced, norm-referenced or other indices of skill mastery.

TESTS, CRITERION-REFERENCED: those instruments that measure a student's mastery of the specific objectives of an educational program; no comparisons are made between student's scores.

TESTS, NORM-REFERENCED: those instruments that provide the score of each student as compared with the scores of other students who have taken the same test under standardized conditions.

TESTS, RESEARCH EDITION: the edition of the D.C.P.S. criterion-referenced battery that represents a revision of the original test and that reflects the current objectives of the competency-based curriculum.

UNIT: an organizational entity, including but not limited to: Office, Region, Division, School, Branch and Department.

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